

DOCUMENT RESUME

ED 146 328

CE 008 829

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TITLE Dispel Misspelling. An Office Education Mini Curriculum Manual on Spelling.
INSTITUTION New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.
PUB DATE 76
NOTE 31p.; For related documents see CE 008 821-831
AVAILABLE FROM Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately)

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Business Education; *Business English; *Grammar; Instructional Materials; Learning Activities; Manuals; *Office Occupations Education; Secondary Education; *Spelling; *Spelling Instruction; Tests; Writing Skills

IDENTIFIERS New Mexico

ABSTRACT

One in a series of ten mini-manuals on office communication proofreading, this booklet for office education students provides instruction in spelling. Included are terminal and specific objectives, spelling rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

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DISPEL MISSPELLING

An Office Education Mini Curriculum Manual on SPELLING

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NEW MEXICO STATE DEPARTMENT OF EDUCATION

1976

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What you'll find in this booklet

The point of this booklet (TERMINAL OBJECTIVE)	PAGE 1
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"Didn't you read your mini-manual? It's 'oxen' before 'person' except after 'cart'."

OBJECTIVE

OEM8-1

THE POINT OF THIS BOOKLET

(i.e., Terminal Objective)

When you are able to show that you know (and can apply) all the rules given in this booklet for spelling – that means, when you've studied the objectives, read the **INFO** pages carefully, done the **TASKS** successfully, and gotten at least 85 per cent on the **TEST** at the end – you'll be able to dispel misspelling on almost any job you get.

OBJECTIVE

OEM8-2

SPECIFICALLY, WHAT YOU HAVE TO BE ABLE TO DO:

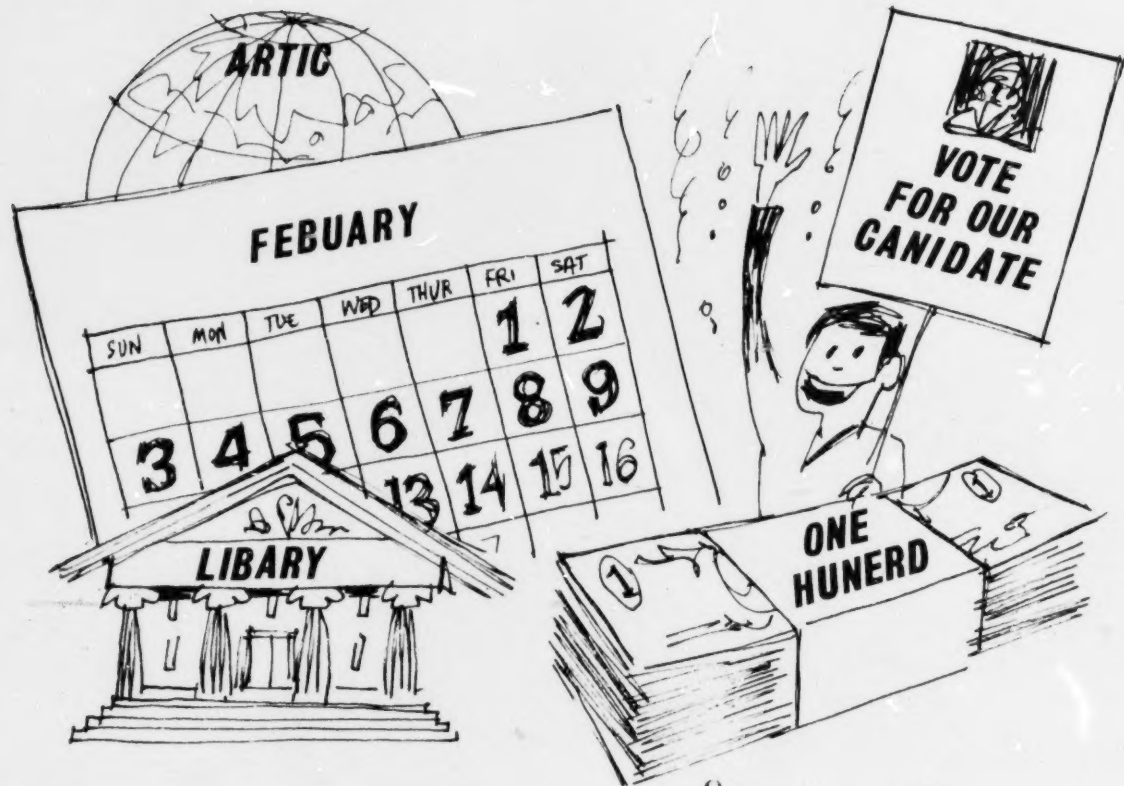
(i.e., *Specific Objectives*)

1. Select from given statements concerning how to improve spelling the one that is not relevant.
2. Identify among given statements those that are true and those that are false concerning the process of looking up words.
3. Identify among given statements those that are true and those that are false concerning personal word lists.
4. Select from a given list of correctly and incorrectly spelled words that are often mispronounced those that are spelled correctly.

OBJECTIVE

OEM8-3

5. Insert into a given list of partial words the letters *e* and *i* so that the word is completed in a correctly spelled form.
6. Add given suffixes to given words ending in *y* so that the words with the suffix added are spelled correctly.
7. Add given suffixes to given words ending in *e* so that the words with the suffix added are spelled correctly.
8. Add correctly given suffixes to given words that may or may not require a double consonant when a suffix is added.
9. Select from given lists of "trouble" words, some of which are correctly spelled and others of which are misspelled, the ones that are correctly spelled, and spell correctly certain misspelled "trouble" words in given sentences.



1st THING TO KNOW ABOUT SPELLING:

Spell correctly every word you write.

Sure. And eat your vegetables, and never stay up late. It's easier said than done.

Perhaps really the first thing to know about spelling is that it's as important as it is difficult. On the one hand, many highly intelligent people don't spell well, and some people of fair intelligence spell quite well. On the other hand, you live in a society that assumes that poor spelling means low intelligence.

Actually, spelling is more important than it ought to be. Why should there be only one correct spelling for almost every word in the language? And why should many of those spellings be so illogical? *Beecuz peepul r yoosed too ceeing uh werd speld wun wae* — and ONLY one way.

Playwright George Bernard Shaw once suggested that logically, "fish" could be spelled "ghoti"; *gh* as in *cough*, *o* as in *women*, and *ti* as in *nation*. But, these examples are not even humorous to some people. After all, words are to be spelled in one way — the "right" way.

The fact is, if you have a spelling problem, you are probably *not* stupid. You probably *are* careless, though. (This is especially true if you spell a word correctly one time but incorrectly another.) What can be done?

1. *Use a dictionary.*
2. *Keep a list of your own problem words.*
3. *Pronounce words correctly.*
4. *Master the standard spelling rules.*
5. *Memorize the most commonly misspelled words.*

Each of these is covered in one or more of the sections of this manual.

2nd

THING TO KNOW ABOUT SPELLING:

Use a dictionary whenever you are not positive you are spelling a word correctly.

Yes, that's a nuisance. But if you work at improving hard enough to succeed, the times you'll need a dictionary will become fewer, fewer, and fewer. A pocket dictionary is handy to carry around, but it doesn't have as many words in it as an unabridged dictionary. But then, an unabridged dictionary is almost impossible to carry around. So get a pocket dictionary and use bigger dictionaries wherever you can find them.

You may be one of those people who say, "I can't look it up when I don't know how to spell it." If you are, invest in one of the reference books which alphabetizes words according to many of the ways they're commonly misspelled. "Pneumonia," for example, would be listed as "Knewmonia" and "Newmonia." In each case, the proper spelling is given.

3rd THING TO KNOW ABOUT SPELLING:

Keep your own up-to-date list of words that give you trouble.

Keep your list at a place where it will be most convenient for you to consult it when you're writing.

Add new words as necessary. Cross out old ones as you master them.

A spiral-bound notebook with a different letter on each page will help in alphabetizing for each reference. (*Try to make your list easier to use than a dictionary, or you'll ignore it and it won't do you any good.*)

Be *absolutely* certain that every word on your list is correctly spelled.

4th

THING TO KNOW ABOUT SPELLING:

Pronouncing words correctly often helps in spelling them correctly.

This isn't always true — proper pronunciation doesn't always help. But it won't hurt to review the list below. Even if proper pronunciation doesn't help you spell a word right, at least your pronunciation won't have people raising their eyebrows when you speak.

If you say:

Ack suh DENT lee

AR tick

BOUND ree

CAN i date

CHILD ern

dis ASS ter us

DROWN ded

FEB u ary

Highth

HUN derd

inter DUCE

ir REV e lunt

LYE berry

LIGHT en ing

math MAT icks

mis CHEEV yous

pres per A shun

You'll spell it:

accidently

artic

boundry

canidate

childern

disasterous

drownded

Febuary

Heighth

hunderd

interduce

irrevelant

libary

lightening

mathematics

mischievious

perspiration

When it should be:

accidentally

arctic

boundary

candidate

children

disastrous

drowned

February

height

hundred

introduce

irrelevant

library

lightning

mathematics

mischievous

perspiration

5th THING TO KNOW ABOUT SPELLING: ***Master the I-E rule.***

The I – E rule is one of four standard spelling rules.

Study it (and its exceptions) carefully. But remember, with this rule (and with the other three in this manual), a little knowledge is a dangerous thing – learning it halfway will probably cause more errors than it will cure.

The I – E Rule:

"I" before "E"
Except after "c"
Or when sounded like "ay"
As in "neighbor" and "weigh."

An even better version of the I – E rhyme has few exceptions:

When the vowel is sounded like "bee,"
Then the "i" comes in front of the "e."
But it's "e" before "i"
If the pair of them follow a "c."

So the following have an *ie* (the vowel sound rhymes with "bee," and the two do not immediately follow a "c"): *believe, achieve, yield, thief, chief, fiend, niece, piece, relief, shriek.*

5th THING, Cont.

And these have an *ei* (the vowel sound rhymes with “bee,” but the two immediately follow a “c”):
receive, deceive, conceive, conceit, ceiling, deceit, receipt, perceive.

And then, of course, there have to be some exceptions. The major ones are in italics in the following sentence. Memorize them; it's the only way.

Neither species of weird financier will seize leisure either.

As the first verse suggests, *ei* is the usual order when the vowel sound rhymes with “bay”:
freight, weight, their, vein.

And there are a few *ie* or *ei* words that don't rhyme with either “bee” or “bay”: *height, forfeit, ancient.*

6th THING TO KNOW ABOUT SPELLING: ***Master the final Y rule.***

The "Final Y Rule"

For words ending in *y* preceded by a consonant, change the *y* to *i* before adding a suffix, unless the suffix begins with *i*.

Two quickie definitions:

1. *Precedes* – comes in front of
2. *Suffix* – an ending tacked onto a word.

So, says this rule (suffixes are italicized, just so you'll get used to recognizing them):

baby – babies	try – tries	mercy – merciful	lovely – loveliness
cry – cries	copy – copies	carry – carries	copy – copyist

There are a few words for which you can break the rule, or follow the rule; it doesn't matter. Remember them, because it's fun to break rules.

shy can be *shier* or *shyer*, *shiest* or *shyest*; *dry* can be *drily* or *dryly*, *drier* or *dryer*; *fly* can be *flier* or *flyer*

There are some that have a *vowel* in front of the *y*, so the *y* does *not* change to *i*:

obey – *obeyed*; *chimney* – *chimneys*; *valley* – *valleys*; *toy* – *toys*; and most other "vowel-y" words.

But again, there are some exceptions. Remember them:

lay – *laid*; *say* – *said*; *gay* – *gaily*; *day* – *daily*; *slay* – *slain*; *pay* – *paid*

(NOTE: that all of these "exceptions" are ay words – that may help you remember.)

7th THING TO KNOW ABOUT SPELLING: ***Master the final silent E rule.***

The "Final Silent e Rule" says:

Drop the final silent *e* before adding a suffix which begins with a vowel; *keep* the final silent *e* before adding a suffix which begins with a consonant.

Here are examples of the first half of the rule:

"drop the *e* because the suffix begins with a vowel":

admire + ation = admiration

care + ing = caring

arrange + ing = arrcnging

desire + able = desirable

Exception 1 – Keep the *e* to prevent a reader from confusing one word with another.

dye + ing = dyeing (not dying)

singe + ing = singeing (not staging)

Exception 2 – Keep the *e* when necessary to preserve a soft "c" or "g" sound like "s" as in *city*; soft "g" is the kind that sounds like *j*, as in *gesture*): This really means that in front of a suffix beginning with *a* or *o* you keep the *e*:

notice + able = noticeable

manage + able = manageable

BUT notice + ing = noticing

BUT manage + ing = managing

Exception 3 – Sometimes the *e* can be kept with other words ending in *able*; or not, as you choose.

like + able = likeable OR likable
sale + able = saleable OR salable

use + able = useable OR usable
size + able = sizeable OR sizable

Here are examples of the second half of the rule: keep the *e* because the suffix begins with a consonant:

basement

casement

easement

Exception 1 to that – In American English (though not in British), the *e* is dropped after a *dg* combination, even when the suffix begins with a consonant:

abridge + ment = abridgement
judge + ment = judgment

acknowledge + ment = acknowledgment

Exception 2 to that – for no particular reason except tradition, these three words, which should keep the *e*, don't:

argue + ment = argument
awe + ful = awful

true + ly = truly
BUT *awe + some = awesome*

8th

THING TO KNOW ABOUT SPELLING:

Master the double consonant rule.

The "Double Consonant" Rule says:

Words of *one* syllable which end in a *single* consonant preceded by a *single* vowel, *DOUBLE* the final consonant before adding suffixes that begin with a *vowel*.

That sounds scary, but after we define some terms and give some examples, you'll find it's not so difficult — and you'll find it very useful, too.

What's a syllable? It's a word or a part of a word pronounced separately. It's what normally gets one note in a song. Sing (to yourself, unless you're alone) the first line of "Yesterday," and notice how many notes the Beatles gave to each word. Before you turn the page, decide how many syllables each word contains. (For anyone who's live for the last ten years in northeast Zanzibar, and never heard of the Beatles, here are the words: "*Yesterday all my troubles seemed so far away.*")

If you followed directions and your mind is super-organized, you have three lists in your head. Like this:

Three Syllables

Yesterday

Two Syllables

away & troubles

One Syllable

all . . . my . . . seemed . . . so . . . far

So (to get back to the rule), when you have a one-syllable word (like *sad*, *care*, or *lost*), and it ends in a consonant (like *sad* or *lost*) which is preceded by one vowel (like *sad*), and you plan to add a suffix (like *er* or *ness*) which begins with a vowel (like *er*), double the final consonant. That is:

sad + *er* = *sadder* *glad* + *en* = *gladden* *grip* + *ing* = *gripping*

(NOTE: "Griping" is a perfectly good word, but it has nothing to do with gripping – unless you find that "griping" holds your attention and therefore is "gripping.")

cut + *er* = *cutter* (not *cuter*)

But now if we add suffixes *beginning with a consonant* to the same kind of words, the final consonant is not doubled:

sad + *ness* = *sadness* *grip* + *s* = *grips* *glad* + *ly* = *gladly* *cut* + *lery* = *cutlery*

Okay, how about words of *more than one syllable*? If they end in *one* consonant preceded by *one* vowel, do they double the final consonant before a vowel suffix? Yes, if their *accent* (the most emphasized syllable) is on the *last* syllable.

And that leads to the question: WHAT IS AN ACCENT? In the example on the earlier page, we noted that three words of the Beatle song had more than one syllable. Now, note that each one has one syllable in each word that gets the most emphasis when you pronounce it. Like this:

YES-ter-day, TROU-bles, a-WAY.

and here are some more:

in-TELL-i-gent PEO-ple oc-CAS-ion-al-ly mis-pro-NOUNCE pro-nun-ci-A-tion

8th THING, Cont.

So all you have to do with words of two or more syllables is to follow the rule for one-syllable words *if the accent is on the final syllable*. Here are some examples with the accent on the final syllable:

admit + ance = admittance

equip + ed = equipped

control + ed = controlled

propel + or = propellor

And, as with words of one syllable, the rule still holds that you don't double the last consonant before a *consonant* suffix, for words of more than one syllable.

Here are some words which are often seen with their final consonants doubled — but they shouldn't be (*accents are not on final syllables*):

benefit + ed = benefited

censor + ed = censored

equal + ed = equaled

falter + ing = faltering

conquer + or = conqueror

quarrel + ing = quarreling

For the purposes of this rule, *w* and *y* are *not* consonants, and a *u* following a *q* is *not* a vowel. Therefore:

say + ing = saying (not sayying)

equip + ing = equipping (not equiping)

allow + ed = allowed (not allowwed)

quit + ing = quitting (not quiting)

Some words which appear to be exceptions to the double consonant rule aren't really. For example:

prefer + ing = preferring (of course)

refer + ed = referred (of course)

BUT:

prefer + ence = preference

refer + ence = reference

(NOTE: The accent has shifted to the first syllable; therefore, they actually follow the rule.)

And here are some more words with which you can break the rule, if you want to — or not:

travel + ing = traveling OR travelling

worship + ing = worshipping OR worshipping

So when all is said and done, there is really only one, common, full-fledged, genuine exception to the rule:

excel + ent = excellent

(Luckily, there's not much around that is really excellent, so maybe you won't have to write it often.)

9th THING TO KNOW ABOUT SPELLING:

Be sure you master the most commonly misspelled words.

- Any method of remembering a correct spelling is fair:

If it helps to remember that a political *candidate* should be *candid*, do that.

If pretending that Betsy Ross's husband was A.C. Ross, and that she ran 13 stripes across the flag, but that she didn't put *a cross* on it because she was a Buddhist – if all this pretense helps you remember how to spell *across*, then pretend.

If noting that you *hear* with your *ear* while *here* goes with *there* – if that helps you spell *here* and *here* properly – then note it. Note, too, that *there* (in that place contains *here* (in this place), while *their* (belonging to them) contains *heir* (one who inherits something which then belongs to him).

Don't confuse either *their* or *there* with *they're* (they are).

- Here's a way to remember "seed words":

One ends in <i>sede</i> :	<i>supersede</i>
three end in <i>ceed</i> :	<i>exceed, proceed, succeed</i>
the others (save <i>seed</i> itself) end in <i>cede</i>	

- Also remember:

able is a more common ending than *ible*. Some common words do end with *ible*, though: *collectible, divisible, flexible, permissible, susceptible*, and of course, *Bible*.

- Here's a way to remember "eyes words":

ize is the most common ending. But several common words end in *ise*, for example:

advertise, compromise, exercise, merchandise, supervise, and revise

A few end in *ize*: *analyze* and *paralyze* are the most common.

- Some words get misspelled because we think we know the word's root, but we don't. Most people add *sac* to religious and get *sacreligious*. But the word is really *sacrilegious* (*sacri* + *legious*).
- These are always one word (not split): *cannot* (except in the phrase "can not only"), *inasmuch*, *nevertheless*.
- If *alright* looks all right to you, then you're a lousy speller. "All right" is always two words.
- The following are sometimes *one* word, sometimes *two*:

maybe (*Maybe* tomorrow will be different.)

may be (Tomorrow *may be* different.)

already (It's *already* too late for tonight.)

all ready (But I'm *all ready* to go out anyway.)

anyway (But I'm all ready to go out *anyway*.)

any way (Is there *any way* to avoid it?)

altogether (I'm *altogether* too upset to leave.)

all together (My friends are *all together* at the party.)

anyone (Will *anyone* new be there?)

any one (*Any one* of my friends will give me a ride.)

9th THING, Cont.

- Here are some words that are often confused with each other. Find some way to remember which is which:

accept (I do *accept* your apology.)

except (Your apology is fine *except* that it's insincere.)

adapt (Let's *adapt* to the conditions.)

adopt (No, let's *adopt* a new constitution.)

advise (v.) (I *advise* you . . .)

advice (n.) (to follow your mother's *advice*.)

affect (v.) (Seeing him *affects* my heartbeat.)

effect (n.) (Imagine the *effect* on my pulse.)

effect (v.) (We must *effect* a change.)

compliment (I smiled when she *complimented* me on my outfit.)

complement (I think the hat is the perfect *complement* to the suit.)

farther (I traveled *farther* than anyone.)

further (Let's go *further* into your argument.)

loose (My shoes are *loose*.)

lose (I may *lose* my shoes.)

past (In times *past*, I went barefoot.)

passed (I'm glad those days have *passed*.)

stationary (Try as I might, the rock remained *stationary*.)

stationery (I'll write you about it on my new *stationery*.)

TASK 1*OEM8-21*

Tasks for Practice

TASK 1 – Find the words that are spelled correctly.

Check the correctly spelled word from each set:

_____ beleave
_____ believe
_____ beleive
_____ dayly
_____ daily
_____ dailey
_____ advertise
_____ advertyze
_____ advertize
_____ chimnies
_____ chimnys
_____ chimneys

_____ sadly
_____ saddly
_____ saddley
_____ ark tic
_____ arctic
_____ artic
_____ babys
_____ babies
_____ babey
_____ judgment
_____ judgement
_____ judgemeant

_____ censored
_____ censord
_____ censored
_____ noticeable
_____ notic able
_____ noticeble
_____ arguement
_____ argumment
_____ argument
_____ supersede
_____ supercede
_____ superceed

_____ excelent
_____ excellent
_____ excellant
_____ interduce
_____ introduce
_____ intraduce
_____ mischievous
_____ mischievious
_____ mischeivious

TASK 2

OEM8-22

TASK 2 – Find some errors.

In a newspaper, find at least three *misspelled* words (not typographical errors). Cut out the sentence or paragraph with the error, paste it on a 3" x 5" card with newspaper name and date, your name, and if possible, an explanation of how the error might have occurred.

The Test

For Objective 1 — Check the sentence which is not a recommended way to improve your spelling.

- _____ Pronounce words correctly.
- _____ Know and apply standard spelling rules.
- _____ Avoid using words which you find difficult.
- _____ Use a dictionary.
- _____ Memorize commonly misspelled words.
- _____ Keep a list of problem words.

For Objective 2 — True or False

- _____ a. Look up in a dictionary every word you write.
- _____ b. Use only an unabridged dictionary for looking up spellings.
- _____ c. If you don't know how to spell a word, there is no way to look it up.

For Objective 3 — True or False.

- _____ a. A personal word list should contain the words you have trouble spelling.
- _____ b. Carry the list with you at all times.
- _____ c. Once a word is on your list, it must stay on the list forever.

TEST
OEM8-24

For Objective 4 – Check the words which are spelled correctly:

- _____ a. intraduce
- _____ b. hunderd
- _____ c. boundary
- _____ d. government

- _____ e. library
- _____ f. temperature
- _____ g. quantity
- _____ h. disastrous

- _____ i. probably
- _____ j. mathematics
- _____ k. candidate
- _____ l. artic

For Objective 5 – Fill in the missing letters (ie or ei):

- a. br__f
- b. s__ze
- c. w__rd
- d. l__sure

- e. w__ght
- f. v__n
- g. rec__ve
- h. forf__t

- i. dec__tful
- j. rec__pt
- k. shr__k
- l. n__ce

For Objective 6 – Complete the “equations”:

- a. pity + ed = _____
- b. delay + ed = _____
- c. library + s = _____
- d. lovely + ness = _____
- e. obey + ed = _____
- f. family + s = _____

- g. mercy + ful = _____
- h. try + s = _____
- i. day + ly = _____
- j. copy + s = _____

For Objective 7 – Complete the “equations”:

- a. advantage + ous = _____
- b. peace + able = _____
- c. notice + ing = _____
- d. waste + ful = _____
- e. write + ing = _____
- f. true + ly = _____

- g. force + ful = _____
- h. dye + ing = _____
- i. acknowledge + ment = _____
- j. desire + able = _____
- k. notice + able = _____
- l. judge + ment = _____

For Objective 8 – Complete the “equations”:

- a. quiz + s = _____
- b. omit + ed = _____
- c. stop + ing = _____
- d. occur + ence = _____
- e. equip + ment = _____
- f. equal + ed = _____
- g. say + ing = _____
- h. sad + ly = _____

- i. refer + ence = _____
- j. bag + age = _____
- k. quarrel + ing = _____
- l. rip + ing = _____
- m. quit + ing = _____
- n. excel + ent = _____
- o. benefit + ing = _____

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TEST
OEM8-26

For Objective 9 – Check the correctly spelled word in each set:

_____ a. accross

_____ b. across

_____ c. acrross

_____ d. sacreligious

_____ e. sacrilegious

_____ f. sacreligious

_____ g. excede

_____ h. exceed

_____ i. exsede

_____ j. permissable

_____ k. permisable

_____ l. permissible

_____ m. analize

_____ n. analise

_____ o. analyze

_____ p. superceed

_____ q. supercede

_____ r. supersede

Correct the spellings as necessary:

s. I here there coming here. _____

t. I'm already for they're affect on me. _____

u. I may be ready to except their advise. _____

v. Buy some stationery and write her a compliment on her ability to adopt to the conditions. _____